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Introduction: Opportunity Culture Models



The Opportunity Culture Commitment



Reach *all students*
with excellent
teaching, consistently

Reach *all educators*
with outstanding, paid
career opportunities



...leading to dramatically higher learning growth.

Challenges Many Schools Face

Principal

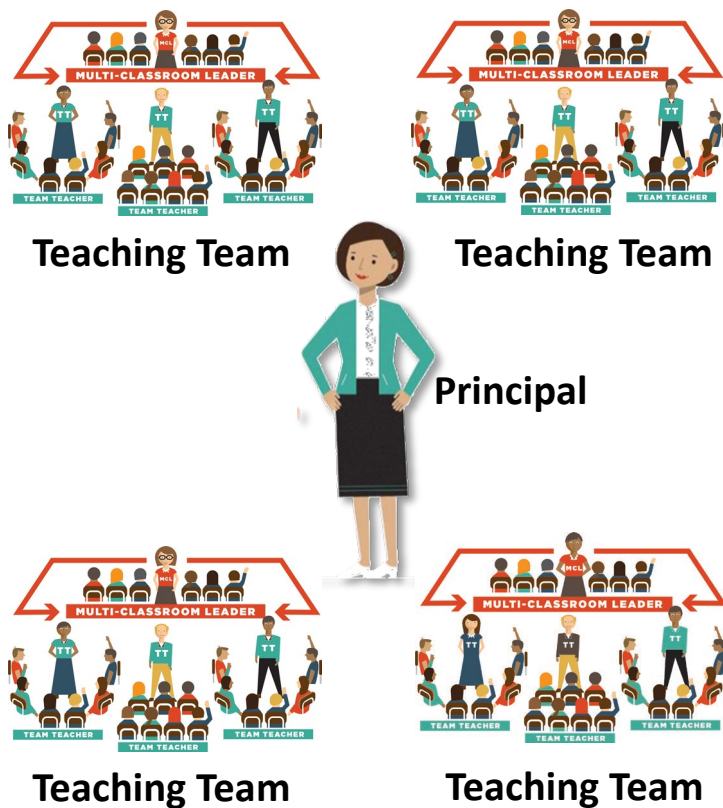


In many schools today:

- Teachers often **work alone** without enough support.
- Excellent teachers have **limited in-school options** to have greater impact.
- Students **lose excellent teachers** to district jobs and other careers that pay more.
- Too few students experience excellent teaching **consistently**.
- Students have **little access to small-group tutoring and teaching**.
- Principals are often **stretched** with too many teachers to guide and support.

How Opportunity Culture Models Help

Extending the reach of excellent teaching

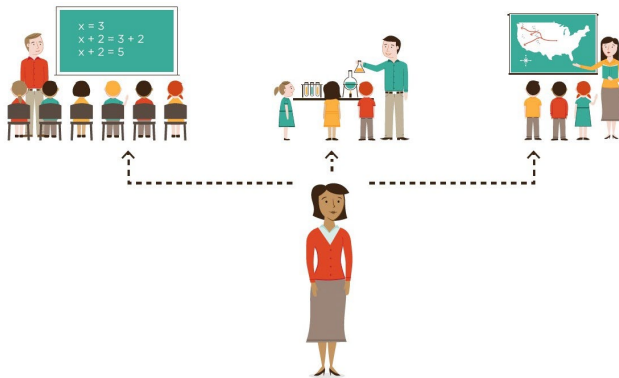


When great teachers lead small teams:

- Students gain consistent access to **excellent teaching and small-group tutoring** through leadership and collaboration.
- Great **teachers advance** by moving up but not out of classroom and earn more.
- Teachers get **daily support** from great teacher-leaders, so they can keep improving, meeting needs of all students.
- Principals drive change through **distributed leadership**, saving time *and* improving instruction.

What Opportunity Culture Schools Do

Opportunity Culture schools **transform roles, pay, budget usage, and schedules** to make the best use of time and talent for high-growth student learning—while increasing teacher collaboration, teamwork, and small-group teaching and tutoring.



Excellent teachers in the Multi-Classroom Leader role and their teams lead to excellent teaching for all, because each adult plays a crucial instructional role with the guidance, support, and materials they need.

Data and research show that **all the educators on the team**—teachers and paraprofessionals as well as those in the Multi-Classroom Leader role—are crucial for achieving students' full learning growth potential. This takes commitment by districts and school leaders, and teamwork by all.



Opportunity Culture Principles

Teams of teachers and school leaders choose and tailor school models to:



1. **Reach more students** with excellent teachers and their teams.
2. **Pay teachers more** for extending their reach.
3. Fund pay within **regular budgets**.
4. Provide protected in-school time and clarity about how to use it for **planning, collaboration, and development**.
5. Match **authority and accountability** to each person's responsibilities.

Opportunity Culture Roles

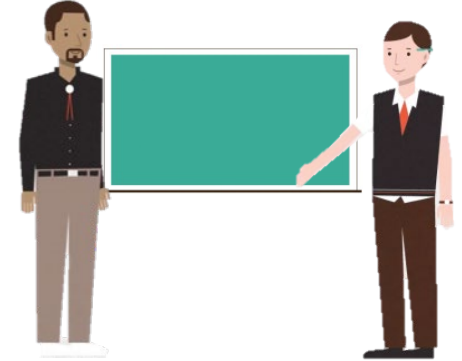
OC School Leader(s)



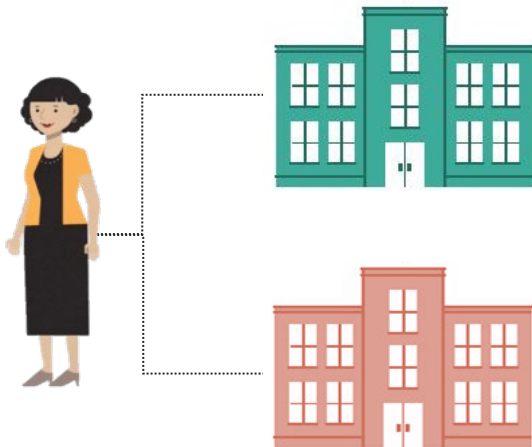
Multi-Classroom Leader



Team and Multi-Team Reach Associate



Multi-School Leader



Team Reach Teacher & Master Team Reach Teacher



Teacher Resident



Opportunity Culture Teaching Roles



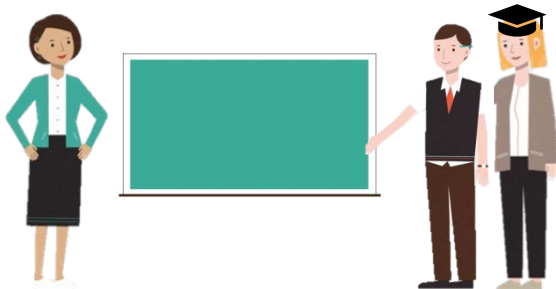
Multi-Classroom Leader (MCL)

Teacher with record of high-growth student learning who leads small teaching team in lesson planning, data analysis, instructional changes, and creation of a tutoring culture. Observes, gives feedback, and coaches team teachers; co-teaches and models. Continues to teach some portion of the time.



Team Reach Teacher & Master Team Reach Teacher

Teaches on a team led by an MCL that reaches more students. *Master* Team Reach Teachers, who also have a track record of high-growth student learning, assist the MCL with team leadership and/or reach significantly more students.



Reach Associate & Teacher Resident

Reach Associates (RAs) are advanced paraprofessionals who support MCL team, with focus on small-group tutoring, with heavy MCL guidance. Residents also co-teach, learn student data analysis, and get observation/feedback.

Creating a Tutoring Culture

In a tutoring culture, ***all* students** have access to more small-group learning during school, and ***all* adults provide small-group tutoring and teaching.**

Adults in a tutoring culture focus on **any adult-led small-group instruction that each student in the group needs for learning growth.** This may include pre-teaching, concept introduction or discussion, focused skill teaching, assignment completion help, reteaching, extension, and other similar help.



Multi-School Leadership

Built on the cornerstone of Multi-Classroom Leadership, **Multi-School Leadership provides a principal career path** to extend the reach of excellent principals.

The multi-school leader:

- **Leads 2–8** schools
- **Focuses on excellent instruction**, with an operations manager handling noninstructional functions
- **Earns more**, through school budget reallocations
- **Guides and develops** each school's leaders
- **Takes accountability** for all the schools' outcomes

Paid, Full-Time Residencies

Also building on the cornerstone of Multi-Classroom Leadership, **educator residencies provide aspiring teachers and principals with the opportunity to learn** instructional and leadership excellence from the start, while providing districts with a strong hiring pipeline.

Teacher and Principal Residents:

- **Learn on the job** while working
- **Are supervised by MCLs and MSLs**—excellent educators and leaders
- **Earn course credit**
- **Earn free/reduced tuition and/or a salary and benefits**, within school budgets

Creating a Career Ladder

Multi-Classroom Leader (MCL)

Master Team Reach Teacher (MTRT)

Team Reach Teacher (TRT)

Team Teacher (TT)

Multi-Team Reach Associate (RA)

Team Reach Associate (RA)

Teacher Resident (TR)

Opportunity Culture Models

The standard choice:

Multi-Classroom Leadership + Team Reach

- MCLs lead teams, and all (or most) teachers reach more students.
- Paraprofessional reach associates *focus* on small-group tutoring, which replaces long-term subs and other less effective time.
- All (or most) teachers earn more.



When the standard is not possible:

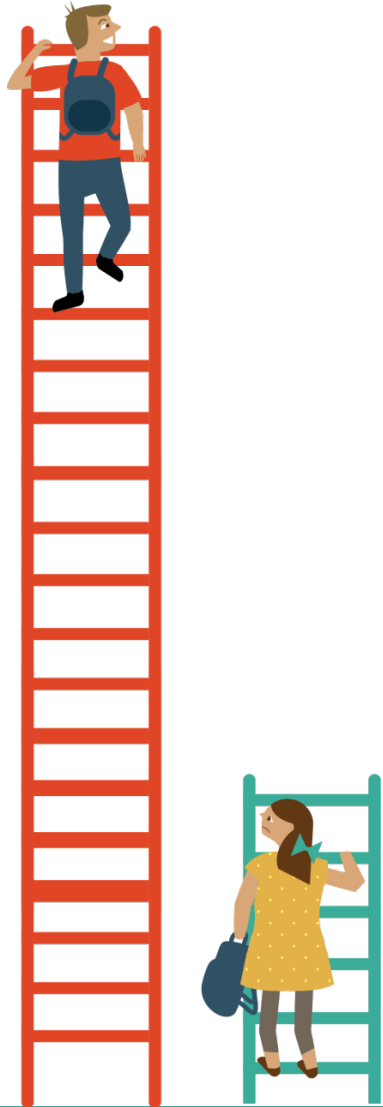
Standalone Multi-Classroom Leadership

- Team teachers are led by an MCL but continue teaching in a traditional model.
- Small-group teaching/tutoring happens but to a lesser extent, with fewer dedicated roles. Long-term subs may still be common.
- Teachers do not earn more.

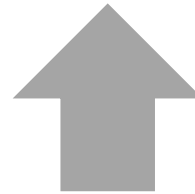


In **both** options, MCLs lead all staff toward a tutoring culture focused on use small-group teaching and tutoring. Multi-team reach associates or other paraprofessionals give partial-release MCLs time to observe and coach. Pre-existing teaching assistant positions, if any, typically remain but now tutor more.

What This Means for Students



then progress to advanced work



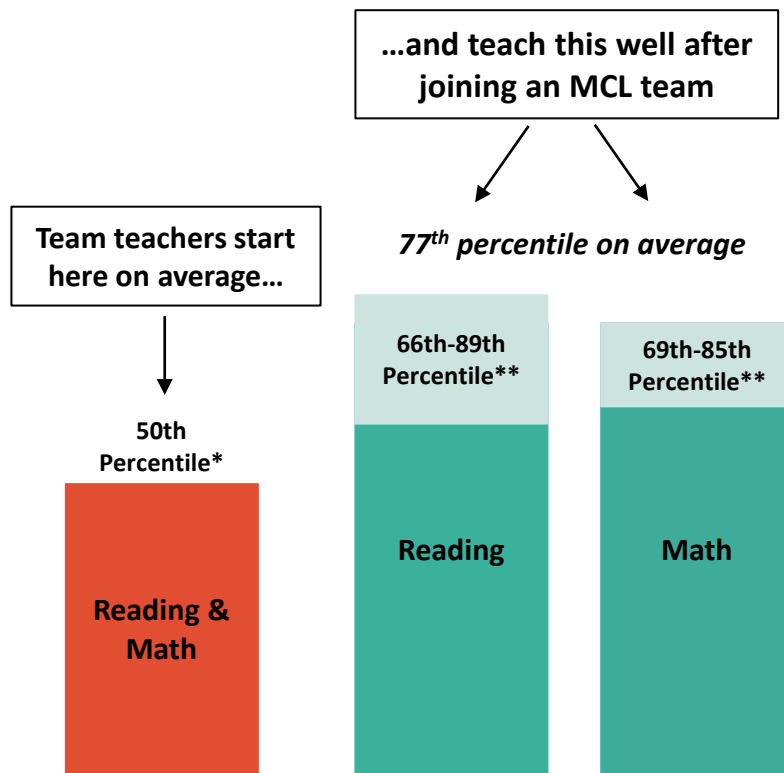
can catch up by the end of second grade...



Students who start kindergarten
1 year behind...

Opportunity Culture Student Impact

Research shows significant additional student learning, comparable to having top-quartile teachers teamwide



* Based on Backes & Hansen data.

** Range of statistically significant results across the two studies cited at right.



Using the method suggested by Hanushek, E., et al., (2012) for translating effects to years.

Research from two studies compared Opportunity Culture (OC) and non-OC classrooms:

2018 Study: 15,000 students, 3 districts

Backes, B., & Hansen, M. (2018). *Reaching Further and Learning More?* CALDER Center.

2021 Study : 20,000 students, 1 district

Wiseman, A., Gottlieb, J., & Kirksey, J. (2021). *Program Evaluation of Public Impact's Opportunity Culture Model*. Texas Tech University.

What This Means for Teachers

In schools with MCL teaching teams in which all teachers reach more students, for more pay, and with a tutoring culture, educators get...

Better Roles

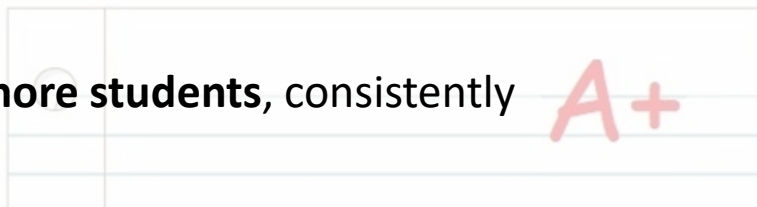
- **Opportunity to learn** on the job and improve, every day
- **Schedules with more collaboration, teamwork, and small-group teaching and tutoring time**
- **Instruction-supporting paraprofessional roles**—surveys show high satisfaction
- **More time with roles proven to boost student learning**
- **Paid, yearlong** residencies on MCL teams

Better Rewards





- **Chance to earn more** by being on a team reaching more students
- **Opportunities to keep teaching and advance to team leadership**
- **Extra pay that lasts**, because it's built into school budget
- **Higher satisfaction overall** in Team Reach roles...which correlates to higher-growth student learning
- **Equitable pathway** of paid residencies

Better Results

- **Higher-growth learning with far more students**, consistently
- **Results persist from year to year**



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The Opportunity Culture Vision

States, districts, and schools:

- Reach all students with excellent teaching, consistently
- Reach all educators with outstanding career opportunities for on-the-job learning and paid career advancement, sustainably funded

[LEARN MORE](#)



Extending the reach of excellent teachers and their teams to more students, for more pay, within budget. Teachers gain time to plan and collaborate, everyone gets more support, and students get high-standards, personalized instruction

The Opportunity Culture Principles

Teams of teachers and school leaders must choose and tailor models to:

1. Reach more students with excellent teachers and their teams
2. Pay teachers more for extending their reach
3. Fund pay within regular budgets
4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development
5. Match authority and accountability to each person's responsibilities

Similar principles apply to teams of principals and district or network leaders

[LEARN MORE](#)

What Could You Do in an Opportunity Culture? (Intro)



00:51





Thank You

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into a high-growth Opportunity Culture:

<https://publicimpact.com/contact-public-impact/>